

## Grade 9 (comparable to Level I)

### Standard 1

#### COMMUNICATION: Write and speak in a language other than English

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 9.1.1 Use multiple greetings and farewells in new social situations.
- 9.1.2 Recognize and state information about self and others in simple terms.  
Examples: Name, age, origin, physical attributes, etc.
- 9.1.3 Recognize and express a variety of simple feelings and preferences of self and others.  
Examples: Likes and dislikes
- 9.1.4 Exchange familiar information and opinions in brief guided conversations.
- 9.1.5 Exchange familiar information and opinions in written form with guidance.  
Examples: Letters, e-mails, etc.
- 9.1.6 Make basic requests and ask basic questions.
- 9.1.7 Recognize and use situation-appropriate non-verbal communication.
- 9.1.8 Recognize speaking and listening strategies that facilitate communication.  
Example: Ask for clarification

### Standard 2

#### COMMUNICATION: Interpret information in a language other than English

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 9.2.1 Understand and respond to classroom requests, commands, and directions.
- 9.2.2 Recognize letters and sounds of familiar words, using Kana (Japanese) with pitch whenever applicable, Pinyin and tone (Chinese).
- 9.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Examples: Identify familiar vocabulary from an authentic supermarket flyer, list main characters from a short authentic children's story
- 9.2.4 Make educated guesses about meaning in familiar contexts, using radicals, pictographs/ideographs, Kana (Japanese), Pinyin (Chinese), and/or familiar vocabulary.

### Standard 3

#### COMMUNICATION: Present information in a language other than English

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 9.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 9.3.2 Present simple prepared material on selected topics.  
Examples: Dialogues, short skits, etc.

- 9.3.3 Read passages aloud to practice pronunciation, pitch (Japanese) and tone (Chinese), using Kana (Japanese), Pinyin (Chinese), and/or familiar characters.
- 9.3.4 Write words and simple sentences using letters and familiar characters.  
Examples: Radicals, ideographs/pictographs, and/or Kana (Japanese)
- 9.3.5 Describe objects, self, and others in written (using Kana in Japanese and Pinyin in Chinese) and spoken language in simple terms with teacher guidance.

## **Standard 4**

### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 9.4.1 Recognize basic routine practices of the target cultures.  
Examples: Family interactions, greetings, table manners, etc.
- 9.4.2 Examine products, perspectives, and symbols of the target cultures.
- 9.4.3 Examine factors that influence practices, products, and perspectives.  
Examples: Geography, weather, demographics, etc.

## **Standard 5**

### **CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 9.5.1 Describe basic objects and concepts from other content areas in simple terms.  
Examples: Probability (refers to Mathematics 5.6.4), body parts and exercise (refers to Science 4.4.9), map skills (refers to Social Studies 6.3.2)
- 9.5.2 Integrate content area concepts and skills through relevant activities.  
Examples: Report on survey results in the target language, identify and describe body parts used for various activities, use a map or locational technology to identify locations

## **Standard 6**

### **CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 9.6.1 Use digital media and culturally authentic resources to build vocabulary.  
Examples: Electronic dictionaries, language websites, TV programs, etc.
- 9.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: Photographs, magazines, appropriate websites

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 9.7.1 Recognize words shared between English and the target language, using Katakana (Japanese) and characters.
- 9.7.2 Recognize basic differences in writing systems.  
Examples: Kana (Japanese) and characters
- 9.7.3 Recognize and use simple language structures.  
Examples: Grammatical particles and basic word order
- 9.7.4 Recognize and use basic idiomatic and colloquial expressions in the target language.
- 9.7.5 Recognize age-appropriate differences between male vs. female language and formal vs. informal language.
- 9.7.6 Recognize and use authentic simple forms of address in a variety of familiar situations.
- 9.7.7 Identify some daily living patterns of other cultures and the learner's own culture.  
Examples: Food, table manners, no shoes in the house, bedding, personal hygiene
- 9.7.8 Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.
- 9.7.9 Describe contributions from other cultures in simple terms with guidance.

**Standard 8****COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 9.8.1 Share experiences from the world language classroom within the school and/or community.  
Example: Use the target language to teach basic vocabulary to friends and family, make simple presentations to family or friends using the target language
- 9.8.2 Recognize the use of the target language in the learner's community.  
Examples: Signs, restaurants, etc.
- 9.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.
- 9.8.4 Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.

## Grade 10 (comparable to Level II)

### Standard 1

#### COMMUNICATION: Write and speak in a language other than English

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 10.1.1 Use multiple greetings and farewells in various situations.
- 10.1.2 Accurately state basic information about self and others.  
Examples: Name, personality characteristics
- 10.1.3 Accurately express a variety of simple feelings and preferences of self and others.  
Examples: Likes and dislikes
- 10.1.4 Exchange familiar information and opinions in brief conversations.
- 10.1.5 Exchange familiar information and opinions in written form.
- 10.1.6 Make requests and ask different types of questions.
- 10.1.7 Recognize and use situation-appropriate non-verbal communication.
- 10.1.8 Use speaking and listening strategies to facilitate communication.  
Examples: Identifying key words, synonyms and antonyms

### Standard 2

#### COMMUNICATION: Interpret information in a language other than English

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 10.2.1 Respond accurately to classroom requests, commands, and directions.
- 10.2.2 Recognize words and characters, including stroke order and stroke count, using Kana (Japanese) with pitch whenever applicable, Pinyin and tone (Chinese).
- 10.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Respond to simple comprehension questions in the target language
- 10.2.4 Make educated guesses about meaning in familiar contexts, using radicals, pictographs/ideographs, Kana (Japanese), Pinyin (Chinese), and/or familiar vocabulary.

### Standard 3

#### COMMUNICATION: Present information in a language other than English

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 10.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 10.3.2 Present prepared material on a variety of topics.  
Examples: Dialogues, skits, plays, etc.
- 10.3.3 Read passages aloud to demonstrate improving pronunciation, pitch (Japanese) and tone (Chinese), using Kana (Japanese), Pinyin (Chinese), and familiar characters.

- 10.3.4 Write words and sentences using letters and familiar characters.  
Examples: Radicals, ideographs/pictographs, and/or Kana (Japanese)
- 10.3.5 Describe objects, self, and others in written (using Kana in Japanese and/or familiar characters) and spoken language with greater detail.

## **Standard 4**

### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 10.4.1 Investigate and report on basic family and social practices of the target cultures.  
Examples: Family structure, giving and receiving, cultural trends, etc.
- 10.4.2 Describe products, perspectives, and symbols of the target cultures in simple terms.
- 10.4.3 Describe factors that influence practices, products, and perspectives.  
Examples: History, technology, etc.
- 10.4.4 Describe contributions from other cultures.
- 10.4.5 Identify elements that shape cultural identity in the target cultures.

## **Standard 5**

### **CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 10.5.1 Investigate and report on objects and concepts from other content areas.
- 10.5.2 Integrate content area concepts and skills through relevant activities.

## **Standard 6**

### **CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 10.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.  
Examples: Electronic dictionaries, language websites, TV programs, etc.
- 10.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: Video clips, advertisements, etc.

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 10.7.1 Recognize and use words shared between English and the target language, using Katakana (Japanese) and characters.
- 10.7.2 Recognize and apply basic differences in writing systems.  
Examples: Kana (Japanese) and characters
- 10.7.3 Recognize and use simple language structures.  
Examples: Grammatical particles, word order, and negative/command formations
- 10.7.4 Compare and use idiomatic and colloquial expressions in the target language.
- 10.7.5 Recognize and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
- 10.7.6 Compare and use authentic simple forms of address in a variety of social situations.
- 10.7.7 Compare the social patterns of other cultures and the learner's own culture.  
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.
- 10.7.8 Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.

**Standard 8****COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 10.8.1 Share experiences from the world language classroom with others.  
Examples: Use the target language to teach basic vocabulary to friends and family, make simple presentations to family or friends using the target language
- 10.8.2 Recognize and show the influences of the target language and/or cultures on the community.  
Examples: Architecture, special events, stores and shops, careers using the target language, etc.
- 10.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad
- 10.8.4 Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.

## Grade 11 (comparable to Level III)

### Standard 1

#### COMMUNICATION: Write and speak in a language other than English

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 11.1.1 Initiate, sustain, and close conversations in limited yet varied situations.
- 11.1.2 Exchange detailed information and opinions orally.
- 11.1.3 Exchange detailed information and opinions in written form.
- 11.1.4 Make requests and ask different types of questions in a variety of social situations.
- 11.1.5 Recognize and use situation-appropriate non-verbal communication.
- 11.1.6 Use speaking and listening strategies to facilitate communication.  
Examples: Identifying key words, synonyms and antonyms

### Standard 2

#### COMMUNICATION: Interpret information in a language other than English

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 11.2.1 Respond to everyday requests, commands, and directions.
- 11.2.2 Recognize words and characters, including stroke order and stroke count, using Kana (Japanese) with pitch whenever applicable, Pinyin and tone (Chinese).
- 11.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Provide a summary of the material in the target language
- 11.2.4 Make educated guesses about meaning in familiar contexts, using radicals, pictographs/ideographs, Kana (Japanese), Pinyin (Chinese), and/or familiar vocabulary.

### Standard 3

#### COMMUNICATION: Present information in a language other than English

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 11.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 11.3.2 Present prepared material and student-created material on a variety of topics.  
Examples: Reports, student-written plans, mock travel journal, etc.
- 11.3.3 Read passages aloud to demonstrate improving pronunciation, pitch (Japanese) and tone (Chinese), using Kana (Japanese), Pinyin (Chinese), and familiar characters.
- 11.3.4 Write words, sentences, and simple paragraphs using familiar characters and/or Kana (Japanese).

**Standard 4****CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 11.4.1 Investigate and report on cultural practices of the target cultures.  
Examples: Traditions, celebrations and holidays unique to the target cultures
- 11.4.2 Describe products, perspectives, and symbols of the target cultures.
- 11.4.3 Describe factors that influence practices, products, and perspectives.  
Examples: Geography, technology, social issues, etc.
- 11.4.4 Recognize the interrelations among the practices, products, and perspectives of the cultures studied.
- 11.4.5 Discuss significant events unique to the target cultures.
- 11.4.6 Describe contributions from other cultures.
- 11.4.7 Investigate elements that shape cultural identity in the target cultures.

**Standard 5****CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 11.5.1 Investigate and report on objects and concepts from other content areas.
- 11.5.2 Integrate content area concepts and skills through relevant activities.

**Standard 6****CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 11.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.  
Examples: Electronic dictionaries, RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 11.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: Video clips, online newspapers, pop culture materials, etc.

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*



- 11.7.1 Recognize and use words shared between English and the target language, using Katakana (Japanese) and characters.
- 11.7.2 Recognize and apply differences in writing systems.  
Example: Characters
- 11.7.3 Recognize and use a variety of language structures.  
Examples: Grammatical particles, word order, and adjective/adverb formations
- 11.7.4 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 11.7.5 Recognize and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
- 11.7.6 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 11.7.7 Compare the social patterns of other cultures and the learner's own cultures.  
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.

## Standard 8

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 11.8.1 Share experiences from the world language classroom with others.
- 11.8.2 Investigate and share with others the influences of the target language and cultures on the community.
- 11.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, investigate a local and/or global need that is identified as authentic by the cultures of the target language, travel abroad

## Grade 12 (comparable to Level IV)

### Standard 1

#### COMMUNICATION: Write and speak in a language other than English

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 12.1.1 Initiate, sustain, and close conversations in varied situations.
- 12.1.2 Exchange detailed information and opinions orally on a variety of topics.
- 12.1.3 Exchange detailed information and opinions in written form on a variety of topics.
- 12.1.4 Make requests and ask different types of questions in a variety of social situations.
- 12.1.5 Recognize and use situation-appropriate non-verbal communication.
- 12.1.6 Use speaking and listening strategies to facilitate communication.  
Examples: Circumlocution, synonyms and antonyms

### Standard 2

#### COMMUNICATION: Interpret information in a language other than English

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 12.2.1 Respond accurately to everyday requests, commands, and directions.
- 12.2.2 Recognize words and characters, including stroke order and stroke count, using Kana (Japanese) with pitch whenever applicable, Pinyin and tone (Chinese).
- 12.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Answer complex comprehension questions in the target language
- 12.2.4 Make educated guesses about meaning in familiar contexts, using radicals, pictographs/ideographs, Kana (Japanese), Pinyin (Chinese), and/or familiar vocabulary.

### Standard 3

#### COMMUNICATION: Present information in a language other than English

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 12.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 12.3.2 Produce and present creative material on a variety of topics.  
Examples: Reports, plays, PowerPoint presentations, etc.
- 12.3.3 Read passages aloud to demonstrate improving pronunciation, pitch (Japanese) and tone (Chinese), using Kana (Japanese), Pinyin (Chinese), and familiar characters.
- 12.3.4 Write words, sentences, and simple paragraphs using familiar characters and/or Kana (Japanese).

## Standard 4

### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 12.4.1 Analyze and reflect on cultural practices of the target cultures.
- 12.4.2 Discuss products, perspectives, and symbols of the target cultures through guided participation.
- 12.4.3 Explain factors that influence practices, products, and perspectives.  
Examples: Politics, gender equality, environmental issues, etc.
- 12.4.4 Explain the interrelations among the practices, products, and perspectives of the cultures studied.
- 12.4.5 Explain significant events unique to the target cultures.
- 12.4.6 Explain contributions from other cultures.

## Standard 5

### **CONNECTIONS: Make connections to other content areas**

*Learners use target language to expand their knowledge of and make connections among multiple content areas.*

- 12.5.1 Make connections with other content areas through resources intended for native speakers.
- 12.5.2 Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas.  
Examples: Puzzles, games, mini-lessons, cadet teaching, etc.

## Standard 6

### **CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 12.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.  
Examples: Electronic dictionaries, RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 12.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: News broadcasts, online newspapers, pop culture materials, etc.
- 12.6.3 Identify and evaluate resources intended for native speakers.

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 12.7.1 Recognize and use words shared between English and the target language, using Katakana (Japanese) and characters.
- 12.7.2 Recognize and apply differences in writing systems.  
Example: Characters
- 12.7.3 Recognize and use a variety of language structures.  
Examples: Grammatical particles, compound/complex formations
- 12.7.4 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 12.7.5 Recognize and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
- 12.7.6 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 12.7.7 Compare systems of other cultures and the learner's own culture.  
Examples: Educational, political, religious practices, etc.
- 12.7.8 Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.

**Standard 8****COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 12.8.1 Share experiences from the world language classroom with others.
- 12.8.2 Investigate and share with others the influences of the target language and cultures on the community.
- 12.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, investigate a local and/or global need that is identified as authentic by the cultures of the target language, travel abroad